

# Lifespan Development

*"It's not a course, it's an experience." Welcome!*  
**PSY 213-02 Fall 2011 MWF 1-1:50 pm SCH 138**

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**Required Supplies:** You will need 15 3 x 5 in. note cards for participation exercises. Please bring them to class daily.

## Required Readings:

Santrock, J. W. (2012). *Essentials of Life-span Development*. 2e. New York: McGraw-Hill. (ISBN: 978-0-07-353207-3; available at Barnes & Noble and Alamo II; on reserve at Milner Library)

Six articles on electronic course reserve through Milner Library: <https://i-share.carli.illinois.edu/isu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch>

**Course Website:** [www.psychology.illinoisstate.edu/amhund/lifespan213.htm](http://www.psychology.illinoisstate.edu/amhund/lifespan213.htm) (Study Questions, Blackboard, & Connect details)

**Blackboard Login Website:** <https://blackboard.ilstu.edu/> (also available via iCampus)

**Textbook Website:** [http://highered.mcgraw-hill.com/sites/0073405515/student\\_view0/](http://highered.mcgraw-hill.com/sites/0073405515/student_view0/) (online study aids)

**Connect Website:** [http://connect.mcgraw-hill.com/class/a\\_hund\\_fall\\_2011\\_mwf\\_1pm](http://connect.mcgraw-hill.com/class/a_hund_fall_2011_mwf_1pm) (Connect features, including LearnSmart study modules, videos, & electronic textbook; must register using access code)

## PREREQUISITES

The prerequisites for this course are ENG 101 and COM 110 and PSY 110 or 111.

## COURSE OVERVIEW AND LEARNING OBJECTIVES

Lifespan Development is an outer core, social sciences general education course. General Education provides a broad, common foundation of study upon which to build an undergraduate education. The shared learning outcomes include fostering your abilities to think critically and solve problems, to comprehend diverse and global perspectives, to be civically engaged, and to be a life-long learner. Please visit [www.gened.illinoisstate.edu/faculty/goals/default.aspx](http://www.gened.illinoisstate.edu/faculty/goals/default.aspx) for additional details. Courses in the outer core explore ways of knowing in the disciplines through examination of significant historical, social, cultural, and scientific issues.

Lifespan development is the scientific study of human development from conception to death. It focuses on biological, cognitive, social, emotional, and cultural aspects of development. The purpose of this course is to examine the basic processes and theories of development to increase understanding and appreciation of human development across the lifespan. This course provides an overall understanding of the basic theoretical issues and research findings in lifespan development and the implications of development for everyday interactions and contexts. For a complete listing of course objectives, see [www.psychology.illinoisstate.edu/undergrad/objectives/index.shtml](http://www.psychology.illinoisstate.edu/undergrad/objectives/index.shtml). Learning objectives will be assessed through exams, class activity assignments, and participation exercises.

The course includes readings and assignments completed outside of class time, as well as three classes each week. There will be overlap in the ideas discussed in the readings and in class; however, some ideas will be discussed only in the readings or in class. To do well in this course, you should complete all assigned readings and assignments by the designated date, attend and actively participate in class daily, and review course details regularly (i.e., avoid cramming).

## GRADING PROCEDURES AND DETAILS

<b>Your course grade is based on the total number of points you earn during the semester (no rounding or curving):</b>			
<b>A = 450-500 pts</b>	<b>C = 350-399 pts</b>	<b>F = 299 pts and below</b>	
<b>B = 400-449 pts</b>	<b>D = 300-349 pts</b>		
If you withdraw from the course, your course grade will be based on the points earned up to the official date of withdrawal.			
<b>Assignment</b>	<b>Number</b>	<b>Points Each</b>	<b>Total Points</b>
Exams	4	100	400
Activities	3	25	75
Participation Exercises	10	2.5	25

The first three exams will be held during the usual class period. The last exam (not a comprehensive exam) will be held during the final exam period. Exams will include multiple choice and/or short answer questions assessing your understanding and application of key ideas. Scores will be posted in Blackboard. Please come to office hours to view and discuss your exam. You may write a justification for any exam question for which you believe your answer should be counted as correct. You must do so within one week of exam score posting. Your justification must be typed and printed. Please include your name and University ID number at the top and indicate: 1) your exam color, 2) the question and its number, 3) your answer, 4) the correct answer, and 5) a paragraph explaining why you believe your answer should be counted as correct. Justifications that demonstrate deep understanding by citing textbook page numbers and/or specific details from notes or other sources are preferable. Please write justifications only for exam questions for which you have a thorough explanation that demonstrates deep understanding. Justifications may result in partial credit for the corresponding exam question(s).

Activities will be based on readings from magazine articles on electronic reserve through Milner Library (<https://i-share.carli.illinois.edu/isu/cgi-bin/Pwebrecon.cgi?DB=local&PAGE=rbSearch>). Each activity will involve reading an article, completing a short assignment, and discussing the main points during class. *You must turn in via Blackboard completed electronic versions of THREE assigned activities in Microsoft Word format (.doc or .docx) by 1 pm on the date due. Late activities will not be accepted.* If your first name begins with A through J, you must turn in Activities A, C, and E. If your first name begins with K through Z, you must turn in Activities B, D, and F. You will receive up to 25 points for each activity. If you wish to replace one of your scores on the assigned activities, you may complete one activity from the unassigned group by its designated due date in Blackboard (e.g., A-J: Activities B, D, or F; K-Z: Activities A, C, or E). Only the three highest activity scores will be included in the calculation of your course grade. Everyone is responsible for reading and understanding all six articles. Detailed instructions regarding accessing and submitting the activities and viewing comments are available on the course website and in Blackboard.

Participation exercises will be completed throughout the semester to facilitate active learning. These exercises (which usually will not be announced in advance) will be evaluated *largely on a completed or not completed basis*, and will be worth up to 2.5 points each. They may include reflecting on course themes, providing illustrations or examples of important concepts, and integrating details from our textbook. *Although only 10 exercises are required to receive full credit, more than 10 exercises will be included during the semester. All participation exercise points will be used in the calculation of your course grade. Participation exercises cannot be made up, and late participation exercises will not be accepted.*

You may earn a maximum of 10 points of extra credit by four methods. All extra credit work must be turned in by the due date. You must turn in ALL of your extra credit work of each type at once, making sure that your name is included on each piece and that all pieces are stapled together. Extra credit points will be added to your point total in determination of your course grade. Your grade will not be affected if you do not choose to complete extra credit. Points will be posted in Blackboard by finals week.

(a) You may volunteer to participate in psychological research. You will earn 2 points for each half hour of participation (i.e., 2 ½ hours = 10 points). Research participation is entirely voluntary. To sign up for a research study, go to the basement of DeGarmo Hall and sign up on the sheets posted on the bulletin boards near the sliding door to the courtyard. See [www.psychology.illinoisstate.edu/research/students.shtml](http://www.psychology.illinoisstate.edu/research/students.shtml) for details. Please respect the sign-up process by keeping appointments and only signing up for each study once.

(b) You may complete LearnSmart study modules online through Connect. You must turn in a printed copy of your final results to receive credit. You will earn 2 points for each chapter completed BEFORE the corresponding exam date AND extra credit deadline.

(c) You may read scientific journal articles (NOT websites or magazine articles) and write summaries. The articles may be on a topic of your choice, but *must be listed in the References section of your Santrock textbook* (see p. 395-462). Articles can be located through Milner Library using the Citation Linker: <http://library.illinoisstate.edu/library-materials/find-materials/find-article/>. Please consult the Milner website or contact library staff for assistance accessing library resources. Summaries must be 2 pages in length and typed with double spacing. Be sure to include details about the main aspects of the theory or research experiment(s) described in the article, as well as a brief evaluation linking the ideas to key topics in our course (citing specific textbook page numbers in your summary). A hard copy of the article must accompany each printed summary. Each summary will earn a maximum of 5 points.

(d) You may attend an ISU theatre production and write a 2-page reflection paper that briefly summarizes the main storyline and themes of the play and then integrates lifespan development themes by commenting on the impact of age and experiences in the unfolding of life as portrayed in the production. For instance, what are the impacts of biological, psychological, and sociocultural factors and life stage? You must cite specific textbook page numbers. You can find theatre events online at <http://www.cfa.ilstu.edu/events/>. Be sure to staple your ticket to your paper, clearly indicating the title, date, and location of the production you attended. Each reflection paper will earn a maximum of 8 points.

### **COURSE POLICIES FOR MISSED EXAMS AND ASSIGNMENTS**

To maintain fairness for all students, makeup exams will be allowed *only* for university-mandated and/or officially documented reasons (e.g., serious illness, family emergency, mandatory religious obligation). If the absence can be anticipated, *you must notify me in writing and provide documentation of your absence at least one week prior to the exam date to arrange taking the exam before its scheduled date during office hours.* If you are ill or have an emergency on the day of the exam, you must contact me via e-mail before the exam starting time. In such cases, arrangements for the make up exam must be finalized within two workdays of the exam date, and the make up exam must be completed within a span of time less than or equal to the span during which you were absent. Failure to follow these procedures will result in a score of 0 for the exam. Make up exams may differ in format from the original exams. The final exam must be taken at the university-assigned time unless arrangements consistent with university policy have been made in advance ([www.registrar.illinoisstate.edu/faculty\\_staff/finals/](http://www.registrar.illinoisstate.edu/faculty_staff/finals/)). Typically, only one make up exam is allowed per semester. *Late activities, participation exercises, and extra credit will NOT be accepted for any reason (see above for details).*

### **UNIVERSITY POLICIES**

**Active Participation:** Learning is not a spectator sport. It is facilitated by active participation and training, much like physical endeavors (e.g., running a marathon) require training and participation. Thus, you are expected to attend all class meetings, to arrive on time, and to participate actively in learning for the entire class period. You also are expected to complete all readings and assignments according to the timeline outlined below. Attendance is required for completion of participation exercises, which may be conducted in class without prior notice. Absence on a participation exercise day will result in a 0 for that exercise. *You are responsible for obtaining all notes and announcements from a classmate if your absence from class is unavoidable.*

**Academic Integrity:** All assignments in this course must be completed by you alone and must represent your best effort. Plagiarism and cheating in any form are serious offenses that will not be tolerated and will result in disciplinary action, including referral to Community Rights & Responsibilities and completion of disposition reports (as required by major). Academic penalties include zero credit and the possibility of failing this course. Please consult the *Code of Student Conduct* for details regarding University academic integrity policies: <http://deanofstudents.illinoisstate.edu/students/get-help/crr/>.

**Civility and Respect:** We will respect one another and our learning environment. You are expected to treat classmates, teaching assistants, and me with civility and respect, and we will do the same. For example, interruptions during class such as using your cell phone, texting, surfing the web, reading the newspaper, or talking to your neighbor about issues unrelated to class are disrespectful actions that will not be tolerated. Please consult the *Code of Student Conduct* and the Department of Psychology civility guidelines ([www.psychology.illinoisstate.edu/diversity/civility.shtml](http://www.psychology.illinoisstate.edu/diversity/civility.shtml)) for complete details.

**Students with Disabilities:** Any student in need of special accommodation should contact 438-5853 (voice), 438-8620 (TDD).

### **TENTATIVE SCHEDULE OF TOPICS**

Week	Date	Topic	Reading
<b>Unit 1: Introduction, Prenatal Development, &amp; Infancy</b>			
Week 1	Mon., Aug. 22	Introduction	none
	Wed., Aug. 24	Themes & Theories of Development	Ch. 1 (p. 1-23)
	Fri., Aug. 26	Research Methods in Lifespan Dev.	Ch. 1 (p. 23-31)
Week 2	Mon., Aug. 29	Biological Beginnings	Ch. 2 (p. 32-45)
	Wed., Aug. 31	Prenatal Development	Ch. 2 (p. 45-51)
	<b>Fri., Sept. 2</b>	Prenatal Care, Teratogens, & Birth	Ch. 2 (p. 51-66)
<b>1 pm – Blackboard Getting to Know You discussion post due</b>			
Week 3	<b>Mon., Sept. 5</b>	<b>No Class – Labor Day</b>	
	Wed., Sept. 7	Infant Growth & Brain Development	Ch. 3 (p. 67-74)
	<b>Fri., Sept. 9</b>	Motor Development	Ch. 3 (p. 74-80)
		<b>Activity A (students whose first names start with A-J)</b>	
		Raymond, J. (2000)	E-Reserve
		<i>Kids, Start Your Engines</i>	
Week 4	Mon., Sept. 12	Perceptual Development	Ch. 3 (p. 80-87)
	Wed., Sept. 14	Infant Cognitive Development	Ch. 3 (p. 87-90)
	Fri., Sept. 16	Infant Learning & Remembering	Ch. 3 (p. 90-93)

Week 5	Mon., Sept. 19 <b>Wed., Sept. 21</b>	Language Development <b>Exam 1, in class (all students)</b>	Ch. 3 (p. 93-100)
<b>Unit 2: Childhood</b>			
	Fri., Sept. 23	Emotional Development	Ch. 4 (p. 101-106)
Week 6	Mon., Sept. 26 Wed., Sept. 28 Fri., Sept. 30	Temperament & Personality Attachment & Social Contexts Physical & Cognitive Development	Ch. 4 (p. 106-110) Ch. 4 (p. 110-121) Ch. 5 (p. 122-132)
Week 7	Mon., Oct. 3 <b>Wed., Oct. 5</b>	Theory of Mind & Language Dev. Emotional, Moral, & Gender Dev. <b>Activity B (students whose first names start with K-Z)</b> Szalavitz, M. (2010) <i>How Not to Raise a Bully: The Early Roots of Empathy</i>	Ch. 5 (p. 132-147) Ch. 6 (p. 148-156) E-Reserve
	Fri., Oct. 7	Family, Parenting Styles, Peers, & Play	Ch. 6 (p. 156-173)
Week 8	Mon., Oct. 10 <b>Wed., Oct. 12</b>	Cognitive Development in Childhood Intelligence <b>Activity C (students whose first names start with A-J)</b> Ceci, S. (2001) <i>Intelligence: The Surprising Truth</i>	Ch. 7 (p. 174-178 & 182-187) Ch. 7 (p. 187-193) E-Reserve
	Fri., Oct. 14	<b>Exam 2, in class (all students)</b>	
<b>Unit 3: Adolescence and Emerging Adulthood</b>			
Week 9	Mon., Oct. 17 Wed., Oct. 19 Fri., Oct. 21	Socioemotional, Moral, & Gender Dev. Families & Peers Schools, Academics, & Special Needs	Ch. 8 (p. 200-212) Ch. 8 (p. 212-218) Ch. 8 (p. 218-226) & Ch. 7 (p. 179-182, 193-199)
Week 10	Mon., Oct. 24 Wed., Oct. 26 <b>Fri., Oct. 28</b>	Puberty Adolescent Health & Sexuality Adolescent Cognitive Development <b>Activity D (students whose first names start with K-Z)</b> Kantrowitz, B., & Springen, K. (2005) <i>A Peaceful Adolescence</i>	Ch. 9 (p. 227-233) Ch. 9 (p. 233-241) Ch. 9 (p. 242-249) E-Reserve
Week 11	Mon., Oct. 31 Wed., Nov. 2 Fri., Nov. 4	Identity, Peers, & Romantic Relations Adolescent Problems & Opportunities Emerging Adulthood	Ch. 10 (p. 250-262) Ch. 10 (p. 262-268) Ch. 11 (p. 269-281)
Week 12	<b>Mon., Nov. 7</b>	Cognitive Development & Careers <b>Activity E (students whose first names start with A-J)</b> Hettich, P. (2010) <i>How to "Ace" Your Freshman Year in the Workplace...</i>	Ch. 11 (p. 281-289) E-Reserve
	Wed., Nov. 9 Fri., Nov. 11	Love & Close Relationships Lifestyles in Adulthood	Ch. 12 (p. 290-295) Ch. 12 (p. 295-304)
Week 13	<b>Mon., Nov. 14</b>	<b>Exam 3, in class (all students)</b>	
<b>Unit 4: Adulthood and Aging</b>			
	Wed., Nov. 16 Fri., Nov. 18	Midlife Physical & Cognitive Changes Midlife Transitions & Relationships	Ch. 13 (p. 305-320) Ch. 14 (p. 321-335)
<b>No Classes—Thanksgiving Break</b>			
Week 14	Mon., Nov. 28 <b>Wed., Nov. 30</b>	Longevity & Theories of Aging Physical, Sensory, & Cognitive Dev. <b>Activity F (students whose first names start with K-Z)</b> Corliss, R., & Lemonick, M. D. (2004) <i>How to Live to be 100</i>	Ch. 15 (p. 336-341) Ch. 15 (p. 341-354) E-Reserve
	Fri., Dec. 2	Alzheimer's Disease	Ch. 15 (p. 355-359)
Week 15	Mon., Dec. 5 <b>Wed., Dec. 7</b>	Successful Aging Death & Dying <b>Extra Credit due by class time</b>	Ch. 16 (p. 360-372) Ch. 17 (p. 373-380)
	Fri., Dec. 9	Grieving & Concluding Thoughts	Ch. 17 (p. 380-384)
Week 16	<b>TBA*</b>	<b>Exam 4 (all students, in our regular classroom)</b>	

\*Per university policy, the final examination schedule will be provided through iCampus by early October. Final exams will be Dec. 12-15 and must be completed at the assigned time. Please plan accordingly. **Congratulations on a semester well done, and best wishes!**